

## Reuben Elementary

3605 Spearman Rd.  
Newberry, SC 29108

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	230 Students	
<b>Principal</b>	Gloria M. Owens	803-321-2664
<b>Superintendent</b>	Bennie Bennett	803-321-2600
<b>Board Chair</b>	Lee Attaway	803-345-7083

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	19	72	13	0

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Average	Below Average	Yes
<b>2005</b>	Average	Average	Yes
<b>2006</b>	Average	Unsatisfactory	Yes

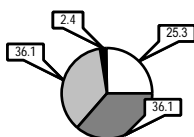
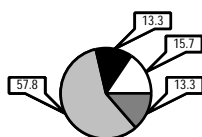
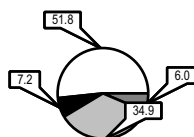
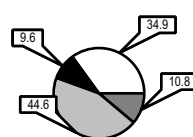
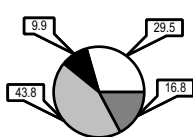
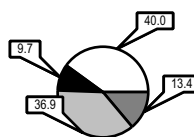
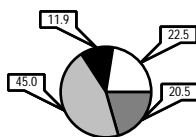
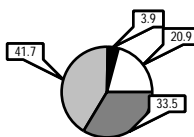
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	86	100.0	25.3	36.1	36.1	2.4	47.0	Yes	Yes
<b>Gender</b>									
Male	40	100.0	36.8	39.5	23.7	0.0	28.9	N/A	N/A
Female	46	100.0	15.6	33.3	46.7	4.4	62.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	51	100.0	22.4	26.5	46.9	4.1	55.1	Yes	Yes
African American	32	100.0	32.3	51.6	16.1	0.0	32.3	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	76	100.0	19.2	39.7	38.4	2.7	49.3	N/A	N/A
Disabled	10	100.0	70.0	10.0	20.0	0.0	30.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	84	100.0	25.9	35.8	35.8	2.5	46.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	84	100.0	25.9	35.8	35.8	2.5	46.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	48	100.0	32.6	45.7	21.7	0.0	32.6	Yes	Yes
Full-pay meals	38	100.0	16.2	24.3	54.1	5.4	64.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	86	100.0	15.7	57.8	13.3	13.3	42.2	Yes	Yes
<b>Gender</b>									
Male	40	100.0	21.1	60.5	2.6	15.8	36.8	N/A	N/A
Female	46	100.0	11.1	55.6	22.2	11.1	46.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	51	100.0	12.2	49.0	18.4	20.4	55.1	Yes	Yes
African American	32	100.0	22.6	71.0	6.5	0.0	22.6	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	76	100.0	13.7	58.9	13.7	13.7	42.5	N/A	N/A
Disabled	10	100.0	30.0	50.0	10.0	10.0	40.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	84	100.0	16.0	56.8	13.6	13.6	43.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	84	100.0	16.0	56.8	13.6	13.6	43.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	48	100.0	19.6	65.2	8.7	6.5	26.1	Yes	Yes
Full-pay meals	38	100.0	10.8	48.6	18.9	21.6	62.2	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	86	100.0	51.8	34.9	6.0	7.2	13.3
<b>Gender</b>							
Male	40	100.0	52.6	28.9	10.5	7.9	18.4
Female	46	100.0	51.1	40.0	2.2	6.7	8.9
<b>Racial/Ethnic Group</b>							
White	51	100.0	38.8	40.8	8.2	12.2	20.4
African American	32	100.0	71.0	29.0	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	76	100.0	50.7	34.2	6.8	8.2	15.1
Disabled	10	100.0	60.0	40.0	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	84	100.0	50.6	35.8	6.2	7.4	13.6
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	84	100.0	50.6	35.8	6.2	7.4	13.6
<b>Socio-Economic Status</b>							
Subsidized meals	48	100.0	67.4	30.4	2.2	0.0	2.2
Full-pay meals	38	100.0	32.4	40.5	10.8	16.2	27.0

<b>Social Studies</b>							
All Students	86	100.0	34.9	44.6	10.8	9.6	20.5
<b>Gender</b>							
Male	40	100.0	44.7	36.8	5.3	13.2	18.4
Female	46	100.0	26.7	51.1	15.6	6.7	22.2
<b>Racial/Ethnic Group</b>							
White	51	100.0	22.4	49.0	12.2	16.3	28.6
African American	32	100.0	58.1	35.5	6.5	0.0	6.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	76	100.0	34.2	45.2	9.6	11.0	20.5
Disabled	10	100.0	40.0	40.0	20.0	0.0	20.0
<b>Migrant Status</b>							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	84	100.0	35.8	43.2	11.1	9.9	21.0
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	84	100.0	35.8	43.2	11.1	9.9	21.0
<b>Socio-Economic Status</b>							
Subsidized meals	48	100.0	43.5	47.8	6.5	2.2	8.7
Full-pay meals	38	100.0	24.3	40.5	16.2	18.9	35.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	30	100.0	6.9	31.0	48.3	13.8	62.1
	4	35	100.0	23.5	50.0	20.6	5.9	26.5
	5	27	100.0	11.5	65.4	23.1	0.0	23.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	23	100.0	13.0	13.0	69.6	4.3	73.9
	4	32	100.0	26.7	46.7	26.7	0.0	26.7
	5	31	100.0	33.3	43.3	20.0	3.3	23.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	30	100.0	10.3	69.0	20.7	0.0	20.7
	4	35	100.0	20.6	38.2	17.6	23.5	41.2
	5	27	100.0	19.2	65.4	7.7	7.7	15.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	23	100.0	8.7	69.6	13.0	8.7	21.7
	4	32	100.0	13.3	60.0	13.3	13.3	26.7
	5	31	100.0	23.3	46.7	13.3	16.7	30.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	30	100.0	41.4	37.9	17.2	3.4	20.7
	4	35	100.0	38.2	32.4	20.6	8.8	29.4
	5	27	100.0	38.5	53.8	3.8	3.8	7.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	23	100.0	43.5	43.5	4.3	8.7	13.0
	4	32	100.0	50.0	40.0	3.3	6.7	10.0
	5	31	100.0	60.0	23.3	10.0	6.7	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	30	100.0	6.9	79.3	10.3	3.4	13.8
	4	35	100.0	17.6	47.1	23.5	11.8	35.3
	5	27	100.0	34.6	50.0	11.5	3.8	15.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	23	100.0	26.1	30.4	30.4	13.0	43.5
	4	32	100.0	36.7	53.3	6.7	3.3	10.0
	5	31	100.0	40.0	46.7	0.0	13.3	13.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 230)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.8%	Up from 1.7%	3.2%	2.8%
Attendance rate	96.6%	Down from 96.7%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	7.9%	Up from 7.2%	9.8%	10.4%
On academic plans	0.0%	N/AV	39.2%	33.6%
On academic probation	0.0%	N/AV	1.3%	1.0%
With disabilities other than speech	5.4%	Up from 4.5%	8.2%	7.5%
Older than usual for grade	0.5%	Up from 0.0%	1.0%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
<b>Teachers (n= 14)</b>				
Teachers with advanced degrees	57.1%	Up from 26.7%	53.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	15.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 9.1%	0.0%	0.0%
Teachers returning from previous year	74.6%	Down from 81.3%	87.3%	87.3%
Teacher attendance rate	94.0%	Up from 91.0%	94.9%	94.9%
Average teacher salary	\$38,459	Up 9.6%	\$42,375	\$42,485
Prof. development days/teacher	17.6 days	Up from 13.4 days	14.1 days	13.3 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Up from 14.2 to 1	18.3 to 1	18.6 to 1
Prime instructional time	87.9%	Up from 85.5%	89.4%	89.7%
Dollars spent per pupil*	\$7,520	Up 13.0%	\$6,344	\$6,557
Percent of expenditures for teacher salaries*	58.8%	Down from 62.5%	64.4%	64.0%
Percent of expenditures for instruction*	62.1%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.0%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	9.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Reuben Elementary was rich with learning and excitement in 2005-06 for teachers as well as students. Teachers utilized a new initiative of the district (Early Release Days) to participate in team planning and data analysis. Curriculum mapping was the focus early in the year that helped all grade levels get a better picture of the standards covered in each grade and how these standards build upon each other from year to year. A local company donated 15 refurbished laptops to the school, making it possible for the teachers to incorporate technology in their lessons and in their professional lives. Eight teachers took graduate level courses to earn advanced degrees. These endeavors created collaborative conversations and planning among the staff, which led to a new energy and improved instruction in the classrooms.

Students were engaged in small group instruction meeting individual needs in all classrooms. Grades 2-5 took Measures of Academic Progress (MAP) twice during the year and gave teachers academic progress that guided the instruction. During the year the students participated in artistic fieldtrips to plays and ballets. Some classes visited museums or the State House. Our fifth grade took its traditional trip to Washington, D.C. in the fall of 2005. Poet Brod Baggert left the students with a huge impression of poetry and entertained the student body by reading his poems. One fifth-grade student was recognized by the State for her artwork being selected for use in the 2006 Safe Kids Calendar. Eight students became certified Junior Master Gardeners.

Service projects taken on by the students included collecting peanut butter for the hurricane disaster victims, collecting aluminum can tabs for the Ronald McDonald House, and supporting March of Dimes, and Relay for Life. The students raised \$1,578.00 for the Cancer Society.

Many students and parents attended the PTO Family Night and Sweetheart Dance that provided family entertainment at a minimal cost. The PTO also raised about \$15,000 to help add to the beautiful playground equipment that was purchased several years ago.

The school continued to be a beacon for the community by making AYP goals for the third year. It was also named as a Palmetto Silver Award winner.

Even though the school did not receive the benefits of being a Title One school for this year, it was still able to provide the after-school program to parents by increasing the charge for this service. About 45 students participated daily in this program throughout the school year.

As the spring arrived the school was informed that it would undergo massive renovations for the upcoming year. Mechanical and electrical upgrades will give the school a new look with windows replaced and new heating and air conditioning units for each classroom. These renovations will truly improve the appearance of the school and will make learning more comfortable for the students. Many people will be curious to see the new look. It will be exciting to begin the new year with a facelift to the facilities.

Sally Yoder, Chairperson, School Improvement Council  
Gloria Owens, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	12	29	23
<b>Percent satisfied with learning environment</b>	100.0%	89.7%	91.3%
<b>Percent satisfied with social and physical environment</b>	100.0%	93.1%	95.7%
<b>Percent satisfied with school-home relations</b>	100.0%	96.6%	87.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.